

ENGLISH 201: The Research Paper



Winter 2014

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Office Hours: MW 1:30-2:30pm, TTH 1-5pm in person, online or by appointment in R-230-D

Section(s):

#1135, HYE, (hybrid section using Canvas) 9:30-10:20am, meets MW, Room- L-215.

#1130, HYB (hybrid section using Canvas) 10:30-11:20am meets MW, Room- A-240.

Required Textbook: *There is no official textbook for this course. Instead, you must have printed or downloaded copies of readings and writing exercises and assignments. Please keep a separate organized binder for this course. These short readings and handouts will be provided on our course's MyBC and Canvas sites (depending on your section).*

Recommended Textbook: *Diana Hacker & Nancy Sommers, "A Writer's Reference" (Seventh Edition). ISBN: 978-0-312-60143-0*

Other requirements: Access to a computer and internet; Canvas, or MyBC Course Site, Official BC Email Account and a method of backing up course documents regularly.

COURSE DESCRIPTION

This course is designed to you step by step through the process of writing a major research paper. We will break the process of writing a research paper down into several manageable phases, each culminating with either a short 2-3 page paper or the presentation of research materials. Throughout the quarter we will read and analyze both our own writing and published articles you gather during your research process. We will learn to use various

research tools, including those located in the library and elsewhere in order to locate relevant resources. I will also introduce methods for reading and effectively evaluating your sources, such as note-taking strategies, methods of constructing and organizing an annotated bibliography, and following proper citation conventions appropriate to the writing's context. The final research paper should represent evidence of your ability to summarize and critically analyze outside material while synthesizing it to effectively support a clear and engaging, evolving, original thesis.

COURSE OBJECTIVES

After completing this course, students should be able to:

- Provide an objective summary of college-level material which identifies primary assertions.
- Evaluate of different types of evidence.
- Synthesize source material with own writing.
- Craft an original and clearly supported, evolving thesis.
- Proper in-text and works cited/references citations conventions (MLA or APA, depending on topic area).
- Use a variety of primary and secondary sources which demonstrates a familiarity with library research, as well as ethnographic/field work methods.

COURSE POLICIES

*It can't simply be learned;
It must be participated in. -- Barry Lopez*

Because we'll be trying to do too much in too little time, we'll need to divide the workload equally over the twelve weeks; every student will be responsible for more than simply his or her own success or failure. If you, for whatever reason, aren't prepared or able to be an active, responsible member of this learning community, another class may more suit your expectations. What follows are our course policies. These policies serve to keep all involved on task, on schedule:

Late Assignments

All assignments are due on the specified date provided on both the Syllabus Schedule and the assignment handouts given for any major assignment. As a "face-to-face" section that meets daily Monday-Friday, I will **only accept papers in person on the day they are due. Please do not email me your work.** "Hybrid Section students" will be submitting all final projects online using Canvas's "Assignments" function.

I'll accept nothing after that time unless specific arrangements are made with me **before** the class in which it is due. I'll permit such an arrangement only once. In the rare instance you become very ill before class, but completed the work, you may email me before the beginning of our class to confirm you completed the work on time, but you must print a copy

and bring it to the next class you attend. "Hybrid section" students should use the Message function on Canvas, whereas, the "face-to-face" Daily section should use my BC email address to do so. I will only permit this one time in the quarter. Each day a major assignment is late, it drops a full letter grade from the grade that was earned (A-=B+, etc.). **Remember you must complete all major assignments in order to pass the course.**

The guidelines for each major assignment will be provided in each assignment handout and will always be reviewed in class before homework is assigned.

Tardiness

You're tardy if you're more than five (5) minutes late for class where we meet face to face. I will allow you to be tardy three (3) times before your grade will be affected. If the pattern continues I will ask to speak to you individually and we will address the issue. If in some rare instance, I am more than 15 minutes late, feel free to text or call first, but assume our class has been cancelled, and please check the announcements on our MyBC Class Site or Canvas for details.

Absences

For those with greater than (5) ABSENCES, receive NO CREDIT for the course. Missing more than 3 classes will drop your final grade by a full grade point. (For example, a "B+" becomes a "B" and so forth). Please note, the Hybrid section, missing an online post is equivalent to missing a class.

Papers and Assignments

All papers, except the Final Research Paper Portfolio should be single spaced. All works should always be typed. In addition to the rough and final drafts of a 10-12 page research paper in MLA or APA Citation Style, three shorter paper assignments are required for you to receive credit for this course. Throughout the quarter, you will be required to meet various due dates and checkpoints (evidence of research done to that point). **Failure to meet the "Mandatory Checkpoint" will result in no credit for the course.**

Grades

- Homework Exercises- **20% OF FINAL GRADE POINTS**
- Peer Review Sessions- **5% OF FINAL GRADE POINTS**
- Prospectus- **5% OF FINAL GRADE POINTS**
- Counter Argument or Alternative Perspective Paper: **10% OF FINAL GRADE POINTS**
- Annotated Bibliography: **10% OF FINAL GRADE POINTS**
- Synthesis Paper (early draft of final research paper): **15% OF FINAL GRADE POINTS**
- Research Blog- Weekly Research Process Journals (1 per week) and 3 comment sessions to peers: **10% OF FINAL GRADE POINTS**
- Final Research Paper Portfolio (collection of all major works done): **25 % OF FINAL GRADE POINTS**

To figure out your grade at any time, simply divide the total points you have earned by the total points you have submitted to that point. I use standard percentage markings:

94-100% = A, 90-93% = A-, 87-89% = B+, 84-86% = B, 80-83% = B-, and so on.

By our second class, all assignments and their accompanying rubrics with what constitutes the above grades or quality of work will be provided on MyBC or Canvas depending on your section.

Always allow me at least a week to grade, comment and return major paper assignments. I will not comment on every single piece of writing you do for this course, but I will comment on at least one draft per unit. I'd like students to be motivated to write beyond being evaluated by their instructor or getting a certain GPA.

Plagiarism: Should you use another's words **or ideas** and represent them as your own, you are plagiarizing. Should you get help with your writing to such a degree that it, in any part, is no longer your own; then, too, you are plagiarizing. Plagiarism is grounds for failing the course, and possibly for dismissal from school. Please consult your BC handbooks for suggestions on how to avoid these rather dire consequences. <http://www.bellevuecollege.edu/writinglab/Plagiarism.html>.

Additional Items of Concern

DRC has moved temporarily to the Library Media Center (D126)
Accommodation and DRC resources: If you require accommodation based on a documented disability, have emergency medical information to share, or need special arrangements in case of an emergency evacuation please make an appointment with me as soon as possible. If you like to inquire about becoming a DRC student you may call 564-2498, check their website (<http://bellevuecollege.edu/drc/>) or go in person to the DRC (Disability Resource Center) reception area in the ~~Student Services Building~~
Library Media Center (D126)

Time Commitment: College work is difficult and time-consuming. For college-level work, you should expect two hours of homework for each hour spent in the classroom. So, for a 5-credit course, that's 5 hours a week in class plus ten hours of homework for a total of fifteen hours of work a week. Keep in mind, with a writing class, this can be more. If you feel other obligations (family, employment, sports, performance arts, etc.) will cut into your attendance and/or performance in class, consider taking ENGL 201 when you can devote the necessary time.

FERPA and Confidentiality- Students are expected to take an active responsibility in their own education and assessment process. Under federal law, I cannot discuss your academic progress, attendance, nor even your enrollment in my class with anyone other than you. Instead of a hindrance, I see these guidelines as a means of fostering a professional academic relationship with students, a relationship necessary for true education. For further reading on the Family Educational Rights and Privacy Act (FERPA), go to <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Public Nature of the Course & Civility Statement- Because we are in a college setting, students should expect to encounter opinions or beliefs that may be different than their own. While, I won't encourage avoiding any difficult topic or situation, I will not allow students to be excluded or made to feel they are in a hostile learning environment because of their race or ethnicity, religion, class status, or gender. Whether online or face-to-face, I require in this course we cultivate and practice a community of mutual respect. This begins by address one another by their first names in person, online or by email, keeping with a respectful tone in public or private communication despite any frustrations you may feel, and listening to one another. Any student who creates a hostile environment online or in class will be asked to leave the class.

How to communicate with me, your instructor: I am interested in helping you do as well as you want in this class. If you're having difficulty, speak to me about it. If life interferes with school, as it has a habit of doing, let me know. If you show me that you're concerned with doing good work in this class, I'll do what I can to help you around those obstacles.

While, I always prefer meetings in person with students when you have questions or concerns, I will make myself available by email and phone as well to be flexible. While, I do have a mailbox in R230, I may not always get a note before class. I'd prefer you simply email me if you missed a class. In the most dire cases sending an email through Canvas or MyBC email will be received immediately in Outlook on my phone.

For “hybrid section” using Canvas —As you know our class is “online” when we are not meeting face to face on Mondays and Wednesdays. Bellevue College just transitioned to a new Learning Management System/Online Learning technology called, Canvas. As time goes on, we'll work out the kinks and nuances of the system. However, if you need help or assistance, I ask that all students review our Canvas Help website before 1.8.14: <http://bellevuecollege.edu/canvas/>.

Every Tuesday, Thursday, and Friday at 8 a.m. I will post a new announcement with an explanation of the week's assignments. You will always have no less than 48hrs to complete these and more often the full week. The deadline to post these tasks/assignments will always be by 11:59pm on the due date designated. Mondays, Wednesdays, and Fridays are the days you'll need to be reading/drafting/researching independently, so it is especially important to check “Announcements” on these days.

Online classes that are *asynchronous* simply mean that we are not meeting online in “real-time” or a specific required time all together simultaneously. It's more flexible. However, students still need to meet posting deadlines for assignments within a designated time frame. Students' activity is logged and tracked online. I'll run reports periodically for individual students during the quarter to see if there are any correlations between course success and time spent online for class.

For “face-to-face” sections that meet daily (M-F) using Canvas, I encourage you to email a concern before class the next day or simply address it the next day in person if it can

wait. Do, however, know, I won't be online constantly. If you email my BC or ask a question in Canvas allow me 24 hours to answer, and 48 hours if it's over the weekend. I do not "edit" or do additional commenting for students over email outside of the very structured feedback I already give for each major writing project as this is a large time commitment. The goal is to get students to have the initiative and begin having insight over their own work that they become less dependent on the teacher to motivate them to write. I am, however, happy to schedule a conference to address concerns or questions over a draft or work of yours that can't be answered in class. My goal is to provide lots of support to you while challenging you as writers and researchers.

Please reserve the emails for personal matters you do not want to discuss in class or online, but that is relevant to the class. I'd prefer students use the Canvas messaging system to contact me since we are a hybrid and I will be checking that more often.

Weeks	Discussion/In-class	To Do/ Homework
One Jan. 6-10 Class begins 1.6.14	Welcome & Course Introduction Lecture/Activities on Critical Reading and Analysis	Review Syllabus & Schedule Quiz on Syllabus assigned 1.8.14 Get to Know You Letter assigned 1.8.14, due by 1.10.14 online
Two Jan. 13-17	Introduce the Research Prospectus and Annotated Bibliography assignments. Weekly reflective blogs also introduced.	Draft of Prospectus due by 1.17.14 online. Peer Review these on 1.16.14 in class. Annotated Bibliography assigned over weekend.
Three Jan. 20-24 MLK Holiday. No class 1.20.14	Thesis Development and Argumentation.	Annotated Bibliography draft (3-5 sources) due by 1.24.14. Peer Review these in class on 1.22.14. Counter Argument/ Alternative Perspective(s) Essay #1 assigned 1.24.14
Four Jan. 27-31	Library Orientation Week and Gathering a range of sources	Writing due: Counter Argument Essay #1 on 1.29.14 draft due for Peer Review Session 1 . Final Draft of Counter Argument/ Alternative Perspective Essay due Feb. 7th online.

<p>Five Feb. 3-7 Feb. 6 No classes. Holiday.</p>	<p>Working with Counter Evidence and Examining the Assumptions of researchers/writers. Introduction to Fieldwork Methods- a range of evidence.</p>	<p>Mandatory Progress Checkpoint on Feb. 7th (all following items must be completed to continue course- Prospectus, Annotated Bibliography, Counter Argument/Alternative Perspective Essay). <i>Important:</i> Students who fail to have items turned in and complete on this day will not be able to continue on with the remainder of the course. Synthesis Essay assigned</p>
<p>Six Feb.10-14</p>	<p>Peer Review Session 2</p>	<p>Surveys, Interviews, and Observations/Field notes activities due</p>
<p>Seven Feb. 17-21 Feb. 17. Holiday. No classes.</p>	<p>Descriptive Outline Exercise Read: OWL Purdue website by 2.18.14. Quiz assigned on this content.</p>	<p>Synthesis Essay #2- Peer Review on 2.19.14. This essay is an early, evaluated draft of your final essay where you are incorporating at least 4-5 of your sources already). Minimum length must be at least ½ of the final required length (=5-6 pages double) Final draft due by 2.28.14 Readings on “re-visioning the large research project.”</p>
<p>Eight Feb. 24-28</p>	<p>Synthesizing drafts Library Re-Orientation and Gathering a range of sources</p>	<p>Synthesis Essay #2, Final draft due 2.28.14.</p>
<p>Nine March 3-7. College Issues Day. No class on March 4th.</p>	<p>Rhetorical Grammar & Style Workshop</p>	

Ten March 10-14	Group Peer Review Sessions	Read Student Final Paper Portfolio Examples
Eleven March 17-21 March 19-last regular class	Final Research Paper Portfolio (all major assignments collated and put together in a portfolio, including a Final Draft with Proper Citations of your Research Paper all due 3.19.14)	We'll begin Student Presentations of your Research Blogs.
Twelve March 24-26 Final Exams Week	Finals Week We will meet a last time on our assigned final exam time. I will return your final projects at this time with final course grades. Any unfinished student presentations will be wrapped up on this day.	TBA final exam meeting time. * We don't have a final exam in this class, but we are required to meet during our designated Final Exam time provided by the college.
* As always, these schedules are tentative and subject to revision.		